

February 1, 1949

X PROGRESS REPORT X
of the Planning Committee
National Visual Aids Workshop
Cornell University, July 11-16, 1949

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I n t r o d u c t i o n

This progress report embodies the judgment of the planning committee as expressed at its meeting in Washington, D. C., January 24, 1949. Eighteen of the 24-member committee were present at the meeting. Those representing State extension services were: Elmer Phillips, N. Y.; Glen Stewart, Ala.; Arthur Durfee, Md.; George Johnson, Pa.; Gerald McKay, Minn.; and Landis Bennett, N. C.

The report also reflects some of the more specific considerations of the program subcommittee, which met at Cornell on January 26 and 27, 1949.

The content of this report is designed to outline the policies of the workshop, its objectives, a general pattern which can be followed in arranging a specific program, method of organizing the mechanics of the workshop, and a check list of actions to be undertaken.

In outlining the general pattern of the workshop, the committee considered very carefully the suggestions contributed by State extension directors, extension editors, and extension visual specialists. (See Section VIII.)

The committee recommended that a copy of this report be sent to those concerned in the States.

All members of the planning committee are listed in Section IV of this report.

I. Authority for the Workshop

The visual aids workshop is the outgrowth of a resolution passed by the Association of Agricultural College Editors at its meeting in Spokane, Wash., early in August, 1948. That resolution recommended that the Federal Extension Service sponsor a national workshop in visual aids for State extension men working in visual aids, to be held at Cornell University at the time of the AAACE convention.

Following acceptance of the proposal by Director Simons of New York, the resolution was discussed and approved by Dean Deering's Subcommittee on Training. It was then presented by Dean Deering to the Land-Grant College Association's Committee on Extension Organization and Policy which approved the workshop on November 6, 1948, with a provision "that the details in connection with the development of the program be in charge of the Subcommittee on Training." With the approval of the Land-Grant College Association, the visual workshop became an official project of the Cooperative Extension Service.

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II. Dates of the Workshop

Dates of the workshop have been set by Cornell for July 11 to 16, 1949, inclusive. This is the week immediately following the Ace meeting.

III. Responsibility for Developing Workshop

Since the visual aids workshop will be national in character and backed by the official authority of the Cooperative Extension Service, planning and organization should represent the coordinated views of the administrative, editor, supervisory, and specialist interests primarily concerned. Primary responsibility, then should be shared among the Federal Extension Service, the State Extension Services, the New York Extension Service, and the Association of Agricultural College Editors. These interests are reflected through representation on a planning committee appointed by Director M. L. Wilson.

IV. Planning Committee

(1) Functions of the planning committee are to consider and make decisions regarding:

- (a) Objectives of visual aids workshop.
- (b) Areas of the visual aids program upon which the workshop will primarily concentrate.
- (c) Theme, plan, and pattern of the workshop.
- (d) Program of the workshop, including chairmen of sections, consultants, speakers, discussion leaders, etc.
- (e) Plans for exhibits, equipment, reference books, reports on visual-aid studies, and other materials to be displayed or used at the workshop.
- (f) Plans for enlisting in advance State interest in workshop among those qualified to attend, and for developing and carrying out methods of stimulating advance thinking on the subject matter of the workshop before it opens.
- (g) Plans for follow-up work after adjournment of workshop which would be designed to carry on operations to reach the objectives set by the workshop recommendations, and to continue the maintenance, at as high a level as possible, of the interest in visual aids developed at the workshop.
- (h) Appointment of subcommittees to carry out the details of operations and actions which are found necessary.

(2) Personnel of planning committee (11 representing Federal Extension Service, 11 representing State extension services, 13 representing AAACE, 2 representing USDA Office of Information. Total individual members - 24.)

- (a) Lester A. Schlup, chairman, Chief, Division of Extension Information.

- (b) William Ward, co-chairman, Extension Editor, Cornell University, New York.
- (c) Representing Cornell University (in addition to Bill Ward):
 - (1) Elmer Phillips, in charge, Cornell visual aids program and member Ace visual committee.
 - (2) Tim Butts, Cornell visual aids section.
 - (3) Lincoln Kelsey, Cornell extension studies and teaching specialist.
 - (4) Frances A. Scudder, State home demonstration leader.
- (d) Representing specialized AAACE interests:
 - (1) Glen Stewart, Alabama visual specialist, and chairman Ace visual committee.
 - (2) Arthur Durfee, extension editor, Maryland.
 - (3) George Johnson, Pennsylvania visual specialist.
 - (4) Curtis Reid, Oregon visual specialist (chairman 1947-1948 visual aids committee which recommended workshop).
 - (5) Gerald McKay, Minnesota visual specialist.
 - (6) Landis Bennett, North Carolina visual specialist.
- (e) Representing Federal Extension Service (in addition to Les Schlup):
 - (1) Division of Extension Information:
 - (a) Ralph Fulghum, assistant chief.
 - (b) George Pace, in charge visual aids.
 - (c) Harry Mileham, publications specialist.
 - (2) Division of Field Coordination:
 - (a) Karl Knaus, field agent, Central States, and chairman Federal Extension visual aids advisory committee.
 - (b) Florence Hall, field agent, Eastern States, representing home demonstration interests.
 - (c) Edward Aiton, field agent, Eastern States, representing 4-H interests.
 - (3) Division of Field Studies and Training:
 - (a) Gladys Gallup, assistant chief.
 - (b) Cannon Hearne, in charge, personnel training section.

(4) Division of Subject Matter:

- (a) Kenneth Warner, agricultural specialist.
- (b) Lydia Lynde, home-economics specialist.

(f) Representing USDA Office of Information:

- (1) Chester Lindstrom, Chief, Motion Picture Service.
- (2) Harris T. Baldwin, In Charge, Preparations Unit, Exhibits Service.

V. Program Subcommittee

The Planning Committee appointed a subcommittee to develop a suggested program based upon the general policies and pattern outlined. The subcommittee held its first meeting at Cornell on January 26 and 27. Functions and membership of this subcommittee follow:

(1) Functions:

- (a) To develop specific topics for discussion at workshop.
- (b) To obtain consultants, speakers, section chairmen, etc.
- (c) To brief in advance speakers, consultants, section chairmen, etc., so that the part to be played by each will dovetail into the central theme and general pattern of the workshop.
- (d) Define several possible areas for small workshop groups.
- (e) Enroll participants in small work groups.
- (f) To organize and write functions of steering committee (to serve during the workshop).
- (g) To round-up entire workshop program as a functioning entity and submit it to planning committee for final approval.

(2) Personnel:

- (a) Ralph Fulghum, chairman.
- (b) George Pace.
- (c) Elmer Phillips, N. Y.
- (d) Landis Bennett, N. C.
- (e) Cannon Hearne, advisor on workshop techniques.

VI. Arrangements Subcommittee

Cornell appointed a subcommittee with the following functions and membership:

(i) Functions:

- (a) To make all arrangements for the physical set-up of the workshop, including living quarters, meals, classrooms,

exhibit space, projection screens, projectors, and other working tools.

- (b) To make any desirable arrangements for hospitality, recreation, etc.
- (c) To advise the States and make arrangements for displays of typical Extension visual activities, including those at both State and county levels, and representing all visual fields.
- (d) To make arrangements with the States to provide copies of Extension literature on visual aids for display and reference.
- (e) To provide an authoritative reference library on visual subjects which can be consulted by participants.
- (f) To make arrangements for a display of various types of commercial visual equipment and working materials.
- (g) To make any other arrangements that may enhance the working opportunities and convenience of the participants.

(2) Personnel:

- (a) Nell Leonard, chairman.
- (b) Gere Kruse
- (c) Richard Maurer.

VII. General Proposal for Workshop

(1) Current Situation on Visual Aids in Extension Teaching

"Showing people how and why" has been a basic principle of Extension teaching from the beginning. Extension tours and demonstrations have been a combination of observation and participation. The beneficial results of research and experience have also been effectively extended through visual aids as substitutes for real-life situations. Photographs, slides, exhibits, movies, charts, illustrated circular letters, illustrated publications.....these and other visual aids have been used as an effective reflection of reality.

Most extension workers recognize the worth of visual aids.....that visual aids can increase many fold the value of a talk or stand on their own feet as interpreters of knowledge, that they are useful as stimulators to action or as extenders of information to expand the range of teaching to many more people than are able to witness demonstrations or attend meetings.

Yet a considerable lag exists between Extension's recognition of the value of visual aids in education work and the use made of such aids. Whether this lag is due to apathy, lack of funds to provide the necessary facilities, materials, and personnel, or to insufficient understanding of how to focus existing assets to accomplish the best

visual job possible is not known. Possibly the lag is the result of a combination of all three.

Surely, the county extension agent needs localized visual aids..... aids that are cued to help him get across locally applicable and needed information.....aids that are integrated with the county extension program. Although some county extension agents are talented in the visual field, most of them are not trained in the production and use of such aids. State offices have tried to help with statewide visual production programs. These State programs have had to compromise between the urgent need for more localized material and the fact that it is cheaper per unit to make statewide visual aids.

29 States and 1 Territory employ visual specialists, and not all of them are on a full-time basis. With the visual field so broad and including many different techniques, most of the States have been forced to concentrate upon one or two phases; such as, movies or color slides. Hence, very few States have anything like a complete, balanced visual program, including major emphasis on training county extension agents in the use of visual aids and in the local practical production of simple visual aids.

There is need among all extension workers for more consciousness of the place of visual aids as an extension teaching method, properly coordinated, of course, with other educational media. We need more objective direction, less hit or miss, in extension use of visual aids. We have to compromise between the costly perfected type of visual aids the public is accustomed to in commercial movies, advertisements, etc., and the needs of the county extension agent that can be met with limited budgets.

County agents can do much locally in producing simple aids.....cut-out letter posters, color slides, drawing for circular letters, window displays, flannel graphs, black-board talks, charts, etc. Most agents could do a much better job of using aids supplied by the State extension service and from other sources in their everyday teaching work if they were properly trained to do so.

Strengthened county use of visual aids, then, is important. Methods of achieving a stronger county use of visual aids must be developed and supported actively by all extension groups.....the directors, supervisors, subject-matter specialists, editors, visual specialists, and the county extension agents. It is upon that problem that the visual aids workshop is designed to focus attention.

(2) General Aim of Workshop

- (a) To stimulate better extension teaching through more and better use of effective visual aids.

(3) Objectives of Workshop

- (a) To develop the basic principles of a balanced visual program for the average State extension service to help the counties.
- (b) To set forth the problems and handicaps in the development of an effective visual program and to recommend possible solutions.
- (c) To train State extension visual specialists in the techniques of holding visual training schools and in other methods of training, servicing, and guiding extension agents in the production and use of visual aids.
- (d) To make available the latest technical knowledge about visual aids.
- (e) To pool and make available for all, the best specialized visual experiences in the various States.

(4) Theme of Workshop

"Seeing is indeed believing."

Included in this theme would be what the extension visual specialist can do, either directly, through his own services, or indirectly, through other members of the State editorial, supervisory, and specialist staffs, to:

- (a) Train, aid, and encourage county extension agents to procure, produce, and use effective visual aids to bolster the local extension program, including such aids as will help both in teaching and in public reporting.
- (b) Produce on a State basis visual aids for county extension use; and to provide from the State office such facilities, advice, and services as will weld a stronger visual linkage between the State and county offices with the purpose of strengthening county extension visual programs.

(5) Attendance and Eligibility

- (a) Workshop participants would, for the most part, be restricted to Extension visual specialists, extension editors, and such other State extension workers who are designated by their extension directors to represent the visual program of the State extension service.
- (b) A few county extension agents, State subject-matter specialists, supervisors, and directors should be given a special

invitation to attend and represent the thinking and points of view of their particular groups.

- (c) Visual specialists and extension editors, in particular, should be urged to attend. Whenever possible State representation should be restricted to a total of two delegates.
 - (d) If the ceiling (indicated below) is not reached by following the above recommendations, additional qualified delegates may be accepted upon request by directors, until the maximum number is obtained. These will be considered on the basis of qualifications and the order in which the requests are received.
 - (e) Physical limitations of space and the special requirements of workshop organization make it necessary to limit the total attendance to not more than 75, or at the most 100 persons.
- (6) Financing the Workshop

Much of the cost of the workshop will be absorbed by Cornell University through the provision of conference rooms, equipment, and other physical facilities, and the assignment of personnel to plan and organize these facilities. Likewise, the Federal Extension Service will make an investment through the assignment of personnel, payment of their travel in connection with the workshop, mimeographing, and the like. However, in developing a workshop of this character there are many items of expense that cannot be borne by the host institution or by the Federal Extension Service. Such items are the payment of honoraria, travel expenses and subsistence of visiting consultants and speakers not connected with the cooperative extension service, the cost of publishing the workshop report, and many other incidental costs that arise.

To provide a workshop fund from which these extra expenses may be paid, it is recommended that:

- (a) Cooperating foundations and organizations be queried with reference to contributing funds for the support of the workshop.
- (b) State extension services in States from which outside consultants and speakers come be queried with reference to paying the amounts necessary to insure their appearance on the program.
- (c) An enrollment or registration fee of \$10 (tentative) be charged for each person attending the workshop.

VIII. Suggestions from States on Workshop Content

Extension directors, editors, and visual specialists in a number of States sent suggestions to the Federal Extension Service in advance of the meeting of the Planning Committee on January 24. Their suggestions were grouped under the following general heads for consideration by the committee in developing the general workshop pattern (the order in which the various topics are placed carries no particular significance):

- (1) Financing a visual program.
 - (a) State.
 - (b) County.
- (2) Principles for visual specialists' annual plans of work.
- (3) System of training in visual work.
- (4) Selling the idea of visual aids to county extension agents.
- (5) More visual aids for and help to county extension agents.
- (6) Operation of a film library.
- (7) Use of visual aids in television.
- (8) Preparation of exhibits.
- (9) Photographic filing system.
- (10) Motion picture production.
- (11) Processing of color film.
- (12) Using photographs and slides with a talk.
- (13) Techniques of slide production.
- (14) Taking good photographs consistently.
- (15) Improving circular letters.
- (16) Using plastic for embedding materials and using other materials for the production of visual aids.
- (17) Should the visual specialist confine his attention to one or two specialties?
- (18) Rating or evaluating visual aids.

- (19) Coordinating the production and use of visual aids.
- (20) What part should visual aids play in extension work?
- (21) Technical aspects of visual aids production and use.
- (22) What are the motivational and educational principles in the use of visual aids?
- (23) What is a visual aids specialist?
- (24) Relationships with other educational groups.
- (25) What are the avenues through which the public can be reached with visual aids?

IX. General Suggested Pattern for Workshop

It is recommended that a general pattern and program be developed which recognizes the visual specialist (or the person responsible for Extension visual activities) as (1) a leader of the State extension visual program, (2) a trainer of extension workers in the production and use of visual aids, and (3) a producer of visual aids for the use of State and county extension workers.

It is believed that the greatest usefulness of the visual specialist is in the fields of leading and training.....that, in the long run, the future of visual aids in extension work is dependent to a great extent upon what supervisors, specialists, and agents do about them.....that visual aids will be used more widely and more effectively if the visual specialist employs his leadership talents and his knowledge of visual techniques in getting other members of the extension staff interested in producing their own more simplified visual aids and in using visual aids more effectively.

At the same time it should be recognized that the visual specialist has an important role in producing and distributing visual aids for the use of other extension workers; that for economy and effectiveness, some visual aids need to be produced centrally.

Accordingly, the program should center about the following three main areas:

- (1) Analysis of the visual specialist's job.
- (2) Techniques of producing and using visual aids.
- (3) Educational principles relating to the use of visual aids.

Approaching the development of the program from this vantage point, it is recommended that the program subcommittee develop and submit for

general consideration a program which would follow as closely as possible this kind of general pattern:

(1) Monday. - General Session.

Explain the nature and scope of the workshop; clarify the goals; organize the workshop in accordance with the suggested scheme outlined in Section X; present the challenge that visual aids has for Extension and arrange with a few visual specialists to reply to this challenge in terms of what is being or can be accomplished; discuss the general educational basis of visual aids. Allow plenty of time for discussion on this and other days of the workshop.

Purpose of the opening day should be to explain the workshop procedures; to set the tone for the program to follow; to provide a bench mark, by which adjusted thinking, as stimulated by later workshop programs, might be evaluated; to provide some stimulation and inspiration; and to establish the feeling of group unity.

(2) Tuesday. - General Session.

To further both the reasons for using and the technical knowledge pertaining to three of the broad general groupings suggested by the States, outstanding individuals with wide commercial application in their respective fields might present training - lecture - demonstrations. It is hoped that these men's presentations would be directly applicable to use in training subject-matter specialists and county extension agents by those attending the session. The three areas to be covered should include:

(a) Exhibits and models.

(b) Charts, graphs, posters, and similar topics.

(c) Photography (news, slides, large photos, movies, etc.).

At the end of the day a summary of the day's experiences with just the right mixture of inspiration and evaluation should conclude the session.

(3) Wednesday

Wednesday Morning. - General Session.

The application of photographs and various forms of art work, to enhance the looks of and to accelerate the teaching form printed matter, should be presented by an authority in this field. This can be followed with an analysis by a representative county agent of the visual help needed at the county level.

Wednesday Afternoon. - Work group sessions as outlined below. These work groups should undertake to evaluate, summarize, and integrate the form as well as the technique necessary to perfect each field of study.

GROUP I

How to Organize a Visual Office and Program

Such a group might well consider the reasons and justifications for a visual specialist, as well as the operation of such an office. This discussion should interest both those who now operate a visual office, and those who do not have but contemplate such a move.

Because the problems of both groups are common in principle but will differ in execution Group I may wish to divide into two units (the have-nots and the haves). Thus, the common objective would be present, but the application of the principles might differ even in currently operating visual shops of different size. Important in such considerations would be the division of work between that at the State level as well as the county level.

GROUP II

Training Agents and Specialists

Because visual specialists are confronted with the compromise between the need for more localized material and the fact that State-wide visual aids can be produced cheaper, the training of agents and specialists is most important. A well trained agent or specialist is easier to work with and the final result asked for will usually be more perfect.

Therefore, Group II should concentrate on the training phases of the visual specialist's obligations. Here again the objectives in teaching or motivating will be the same for a well equipped or insufficiently equipped staff at the State or county level. The execution of the final result, however, may vary.

GROUP III

Relating Visual Aids to Plan of Work

Visual aids as such have no leg to stand on alone unless integrated with the particular programs or plans of work of any office. Visual aids are only a part of a greater picture. Therefore, Group III should confine its efforts to an analysis of those aids which specifically promote the greater over-all job. Because both the State and county offices are constantly confronted with two types of

program; i. e., the long-time, and the short-time campaign type, each should be analyzed separately. It may be that from a typical plan of work common to almost any county a model plan of approach may be forthcoming.

GROUP IV

Improving Our Work

"The proof of the pudding is in the eating." By substitution it is equally true that to both the incredulous as well as to the indoctrinated, the value of visual aids is to be found in the impact and changes wrought in an informed people. How such changes can be measured is the challenge confronting Group IV. Leads or methods of attacking the problem may be found partly in commercial surveys, extension surveys, or other sources. The findings of the group could well have an important bearing on the future of visualizing the extension program.

Wednesday Evening.

A session dealing with television problems encountered by the States plus a demonstration.

(4) Thursday. - General Session.

Some of the fundamental reasons for success or failure to apply visual techniques may be found in the editors' own philosophy. Therefore, an opening discussion - demonstration deals with down-to-earth analysis of the editor's job, budgetary problems, and the like, balanced against the job to be done.

The balance of the day should deal with workshop groups described above and a tentative report might be presented by each group late in the afternoon.

At an evening banquet "Our Job in Extension" might be evaluated.

(5) Friday.

At a general session, a report of findings from extension and commercial studies which have a bearing on the use of visual techniques.

The balance of the morning can be used by the work groups outlined above.

In the afternoon the final reports of Groups I and II can be presented to a general session and discussed.

(6) Saturday. - General Session.

Groups III and IV can give their final reports.

A from-the-floor evaluation of the results of the workshop plus indicated fields of application can close the session.

X. Organization Scheme of the Workshop

(1) General Plan

"The essential purpose of a workshop is to provide resources of staff personnel and material facilities that can be used by mature people who are studying professional problems," said Dr. Ralph W. Tyler, of the University of Chicago. Dr. Tyler has assisted Extension in holding many workshops.

The National Visual Aids Workshop should be organized around the problems with which the participants are concerned and on which they intend to work. The facilities of the workshop should be selected in terms of such problems so as to provide expert assistance, ideas from other persons working in the same field, materials, and references needed to attack the problems.

The workshop should provide general meetings to be attended by all of the participants, and small group work sessions (four working groups are recommended in Section IX of this report).

(a) General Meetings. - These should have competent, high-caliber staff members. The topics for these meetings should be based on the participants' problems. They should be designed to give and demonstrate principles, points of view, and techniques, and, above all, to stimulate thinking.

(b) Group Work Sessions. - These should give participants an opportunity to share points of view, experiences, and judgments, and to actively engage in working out a suggested solution to a live problem. Visual problems should be attacked with the combined resources of individual participants and the faculty staff members.

(2) Workshop Mechanism

(a) Each work group should be provided with a chairman, a recorder (or secretary), and consultants to perform the functions outlined below. The chairmen, consultants, and recorders should team together throughout the workshop. The teamwork implies consultation by each group chairman with the group consultant and recorder as to ways of helping the group, of encouraging nonproductive members, and

of helping the group to keep steadfastly focussed upon its objectives. All workshop staff members should be informed of their duties in advance of the workshop. If possible, a special meeting should be held for instructing them in their jobs.

(b) Functions of the group chairman are:

- (1) To help the group select and define its problems for discussion.
- (2) To insure that those holding different points of view are given equal opportunities to contribute to the group thinking.
- (3) To keep the discussion moving in an orderly and logical fashion.
- (4) To clarify and summarize the progress of the group as it proceeds from step to step.
- (5) To maintain an atmosphere which will advance the greatest cooperation and achievement.

(c) Function of the group recorder is to be responsible for the report of the group in whatever form it takes. This will mean that the recorder should summarize in written form the chief points of content which the group thinking produces. This would include a brief of the major problems discussed by the groups with the pros and cons indicated, the major agreements reached by the group, the decisions made, and the actions agreed upon. However, this record should not include complete minutes of the meeting nor a transcript of what each person says. The group recorder, therefore, should help the group to keep account of its thinking, to furnish a check on how far it has advanced at any time, or to advise when it would be desirable for the group to summarize progress and establish a bench mark.

Finally, the recorder should prepare the final report of the group in written form. This report is to be considered as representing general agreement. It should include the major issues discussed by the group and the major agreements reached. It will be included in the published complete report of the workshop.

(d) Group consultants. - These are the experts in their fields...the faculty members or others who have specialized knowledge that bear upon the work-group problems to be considered.

A consultant should be assigned to each work group. It would be his function to present points of view and information as these are needed by the work-group members.

- (e) Workshop Steering Committee. - In addition to the staff members of the individual work groups, the entire visual aid workshop requires a steering committee. The workshop program should be considered as flexible, and adjustments should be made, as possible, to reflect new thinking or new needs that may arise in the minds of participants. The steering committee, then, would be responsible for replanning the program day-by-day in the light of the progress being made and of expressed needs. The steering committee would be composed of work-group chairmen, and the workshop staff members. It should meet at least once daily.
- (f) Workshop Report. - A written record of the presentations made at the workshop and of its findings should be prepared and published. This workshop report would not be simply a set of resolutions nor a list of recommendations. Rather it should consist of the information presented at the workshop and an account of the conclusions reached, both by the individual work groups and the workshop as a whole. Such a suitably prepared workshop report will help participants to crystallize their thinking, to follow through with appropriate actions when they return to their States, and will also serve to provide other interested or related extension groups to read and study the content of the report. It should provide a source of reference material that will influence the development and strengthening of the visual program of the Cooperative Extension Service in the immediate future.
- (g) Library Facilities. - All available significant reference materials bearing upon visual aids should be assembled for consultation as needed by participants. These should include outstanding books and articles on visual aids, copies of visual studies that have been made, and like reference materials.

XI. Check List of Actions Required to Develop Workshop*

This is a list of actions that must be completed in order to carry out plans for organizing, promoting, and following up on the workshop. Undoubtedly, many additional actions must be undertaken. These are the ones which were envisioned at the start of the planning process.

*These actions to be undertaken after authorization is obtained from Director Wilson, the Subcommittee on Training, and the Committee on Extension Organization and Policy.

Action Item	Responsibility Assigned To	Deadline for Completion*	Job Completed
(A) <u>The Planning Stage</u>			
(1) Select and suggest possible membership of Planning Committee.	Schlup and Hearne		o.k.
(2) Write State extension directors asking if their representatives can serve on Planning Committee.	Dir. Wilson (Fulghum)	Dec. 30	Dec. 30
(3) Appoint Planning Committee.	Dir. Wilson	Jan. 10	Jan. 10
(4) Announce Planning Committee membership:			
Adm. Memo.	Dir. Wilson	Jan. 10	Jan. 10
Editor letter	Lloyd	Jan. 18	Jan. 18
Director's letter	Meyer	Jan. 14	Jan. 14
Visualizing	Pace	Jan. 18	Jan. 18
Fed. Ext. letter	Bertin	Jan. 12	Jan. 12
(5) Advise Planning Committee of its responsibilities and date of meeting.	Schlup	Jan. 11	Jan. 10
(6) Announce dates of workshop and its general features in:			
(a) Dir. Wilson's weekly letter.	Meyer	Dec. 10	Dec. 10
(b) Ext. Ed. letter	Schlup	Dec. 7	Dec. 7
(c) Ace magazine	Schlup	December	Dec. number
(d) Visualizing	Pace	Jan. 17	
(7) Before planning meeting, write State extension directors asking for expressions from themselves, their extension editors and visual specialists on ideas, suggestions, and problems that would be helpful in planning program. Follow up in editor letter.	Dir. Wilson (Fulghum) Replies deadline-Jan. 10	Dec. 27	Dec. 27
Follow up in Dir. Ltr.	Schlup	Dec. 28	Dec. 28
	Meyer	Dec. 31	Dec. 31

*. These deadlines mean that all operations should be finished and the job completed in final form by the dates given.

Action Item	Responsibility Assigned To	Deadline for Completion	Job Completed
(A) <u>The Planning Stage (Cont'd.)</u>			
(8) Replies should be carefully reviewed and used for consideration at the Planning Committee meeting.	Pace	Jan. 20	Jan. 24
(9) Replies should also be dittoed and copies supplied to all Planning Committee members in advance of meeting.	Schlup (Gucker)	As received	First batch sent out Jan. 17
(10) Prepare one suggested pattern for workshop as a means of stimulating thinking and discussion when Planning Committee meets.	Schlup	Jan. 11	Dec. 28
(11) Send this suggested pattern to Planning Committee members to reach them a week in advance of Planning Committee meeting. (Combine with A-5)	Schlup	Jan. 11	Jan. 10
(12) Meeting of Planning Committee, Washington, D. C.	Schlup	Jan. 24	Jan. 24
(a) Consider suggestions from States, the suggested pattern, and ideas of committee members. Develop over-all pattern for workshop.	Committee	Jan. 24	Jan. 24
(b) Appoint Program Subcommittee.	Schlup	Jan. 24	Jan. 24
(c) Appoint Arrangements Subcommittee (Cornell).	Ward	Jan. 24	Jan. 10
(B) <u>Organization and Promotion Stage</u>			
(1) Meeting of Program Subcommittee, Ithaca, N. Y.	Subcommittee Fulghum Bennett (N. C.) Phillips (N. Y.) Pace Hearne	Jan. 26-27	Jan. 26-27

Action Item	Responsibility Assigned To	Deadline for Completion	Job Completed
(B) <u>Organization and Promotion</u> <u>Stage (Cont'd.)</u>			
(a) Using plan developed by Planning Committee and replies from participants, organize a tentative workshop program, including topics, consultants, discussion leaders, section chairmen, group leaders, recorders, etc.			
(2) Program Subcommittee to start to make program definite, reporting to and clearing with Planning Committee at every stage.	Subcommittee	February.	_____
(3) Revise the tentative proposal of the workshop following Planning Committee meeting.	Mileham	Feb. 1	Feb. 4
(4) Get clearance on final proposal.	Schlup (Mileham)	Feb. 8	Feb. 4
(5) Mimeograph final proposal. Send it to extension editors, visual specialists, and others. Explain that it is the Planning Committee's report and that the Program Subcommittee is adapting the general pattern to the practicalities of a specific program.	Schlup (Mileham)	Feb. 14	_____
(6) When program fairly well established, send copy to participants to get their final thinking on whether it meets their needs and if last-minute adjustments are necessary.	Schlup	Mar. 15	_____

Action Item	Responsibility Assigned To	Deadline for Completion	Job Completed
(B) <u>Organization and Promotion</u> <u>State (Cont'd.)</u>			
(7) Special letter to State extension directors from Dir. Wilson, inviting them to send representatives to workshop. Copy to extension editors and visual specialists. Date in April. This letter will advise them of nature of workshop and its importance. (Coordinate with Director Simons' letter. See item 8.)	Dir. Wilson (Meyer)	Apr. 18	_____
(8) Special letter from Director Simons of New York to State extension directors inviting them to send representatives. To be timed to give support to Director Wilson's letter. Copy to extension editors and visual aids specialists.	Dir. Simons (Bill Ward)	Apr. 18	_____
(9) Review, analyze, and evaluate State visual aids projects, plans of work, accomplishments, and prepare State-by-State briefs.	Pace Thacker	May 1	_____
(10) Compile statistics showing county use of visual aids in 1947. 1948 data to be added when available. Distribute to States.	Welch Pace Thacker	May 1	_____
(11) Clip and classify under general heads, visual aid stories appearing in the Extension Service Review, during the last 10 years. Put in attractive binder.	C. Ackerman Pace	May 1	_____

Action Item	Responsibility Assigned To	Deadline for Completion	Job Completed
(B) <u>Organization and Promotion</u> <u>Stage (Cont'd.)</u>			
(12) Select and duplicate excerpts from county narrative reports on use of visual aids. Distribute to States.	Welch Pace Thacker	May 1	_____
(13) Letter to all visual specialists and extension editor participants in workshop requesting them to send for display purposes: (a) Exhibits of State and county-produced visual aids. This activity should be organized so that all techniques will be represented in display.....slides, photographs, motion pictures, window displays, visual tip sheets, etc., etc. (b) Copies of literature on visual subjects which States have published (including visual tip sheets, outlines of visual contests, how to take pictures, etc.).	Ward (Phillips)	Apr. 1	_____
(14) Encourage directors to send a representative to workshop.	Field agents	On field trips	_____
(15) Questionnaires regarding current status of visual aid program in each State, sphere of operation of the visual specialist, to whom he reports, or, if there is no visual specialist, who handles visual aids,	Stewart Pace Fulghum	May 1	_____

Action Item	Responsibility Assigned To	Deadline for Completion	Job Completed
(B) Organization and Promotion Stage (Cont'd.)			
time devoted, problems, etc., with special application to county extension work, to provide data for workshop. The questionnaire returns should be embodied in a statement which would analyze the current situation with reference to Extension visual aids around the country.			
(16) Random sample on spot basis of county extension attitudes, problems, equipment, etc., in connection with visual aids.. To be handled through the extension director.	M. L. Wilson (Mileham) (Gallup)	May 1	_____
(17) Organize special issue of Extension Service Review to feature visual aids to appear in June. Blow up the stories in attractive enlargements for exhibit at workshop.	C. Ackerman Pace	May 1 June 15	_____ _____
(18) Arrange for display of commercial visual equipment and visual materials of all kinds.	E. Phillips	July 1	_____
(19) Arrange for physical set-up of workshop..... meeting rooms, display rooms, dormitories, eating facilities, public address system, projectors, screens, blackboards, typewriters, etc. etc.	Nell Leonard	July	_____
(20) Shelf of books and literature on visual aids for reference by workshop participants.	E. Phillips* Thacker	July	_____

*Phillips can collect suggestions from visual specialists. Thacker can supply suggestions from Washington, D. C.

Action Item	Responsibility Assigned To	Deadline for Completion	Job Completed
(B) <u>Organization and Promotion</u> <u>Stage (Cont'd.)</u>			
(21) Copies of all available studies on visual aids for reference use.	Gallup	May 1	_____
(22) Arrange for entertainment, special lunches, dinners, etc.	Nell Leonard	July	_____
(23) Decide on number of groups. Prepare a description of work which might be undertaken by each group.	Hearne, Gallup, and Prog. Subcommittee	Feb. 15	_____
(24) Send program and group descriptions to participants. Ask for indication of group with which he wants to work.	Schlup	Mar. 1	_____
(25) Make final assignments of participants to the groups they are interested in. Select group chairmen.	Schlup Fulghum Pace	May 1	_____
(26) Ask each designated Federal representative to write to group chairmen and to members of each group, discussing preliminary work which might be done to get ready for workshop.	Schlup Fulghum Pace	June 1	_____
(27) Make final drag to learn who are planning to attend.	Schlup	June 1	_____
(28) Letters and field visits orienting consultants, speakers, session chairmen, group chairmen, recorders, discussion leaders,* etc. Inform each about the philosophy and objectives of the workshop, the program	Program Subcommittee	June 1	_____

*See statement describing functions of such consultants, group chairmen, recorders, etc.

Action Item	Responsibility Assigned To	Deadline for Completion	Job Completed
(B) <u>Organization and Promotion</u> <u>Stage (Cont'd.)</u>			
<p>as a whole, where each is supposed to fit in, what constitutes the audience (participants), at what time he is expected, how long he is supposed to stay, to provide advance copy of talk for final report, arrangements for lodgings, number of copies of mimeographed materials to bring, illustrative materials, etc. <u>Special attention should be given to urging all speakers to illuminate their presentations as much as possible with visual aids.</u></p>			
(29) Special invitation to a select group of county extension agents, leaders and specialists to attend and participate in workshop program. Orient as to part in program.	Program Subcommittee	Apr. 1	
(30) Develop placards for display at workshop which give brief, significant sayings about visual aids by important people.	Pace Thacker	June 1	
(31) Continue promotion:			
(a) Director's letter	Meyer	Regularly	
(b) Editor's letter	Schlup	"	
(c) Visualizing	Pace	"	
(d) Fed. Ext. letter	Bertin	"	
(e) Ace	Schlup	"	

Action Item	Responsibility Assigned To	Deadline for Completion	Job Completed
(B) <u>Organization and Promotion Stage (Cont'd.)</u>			
(f) Ext. Serv. Review	C. Ackerman	Regularly	_____
(g) Special letters	Schlup	"	_____
(32) Send out final complete program.	Schlup	June 10	_____
(33) Reports to Dean Deering on developments.	Schlup	As progress made	_____
(34) Reports to Paul Miller, Ext. Com. Org. and Policy.	Schlup	Occasional	_____
(35) Keep Director Wilson informed on progress.	Schlup	As needed	_____
(36) Reports to Planning Committee members on progress and requests for suggestions.	Schlup	Semi-weekly, or oftener, as necessary	_____
(37) Reports to Frank Peck, Farm Foundation, on use of money contributed for workshop.	Schlup	As needed	_____
(C) <u>The Workshop Stage</u>			
(1) Carry out program as planned.		July 11	_____
(2) Steering Committee* meetings daily in the evenings or at noon to adjust program to fit desires of participants.	Schlup Ward	Daily	_____
(3) Get copies of speeches, discussions, etc., for final report.	(Assign later)	As given	_____
(D) <u>The Follow-Up Stage</u>			
(1) Completion, duplicating, illustrating, and distribution of workshop report.	Ward E. Phillips Fulghum	Aug. 1	_____
(2) Thank you letters.	Hearne-Schlup M. L.	July 21	_____

*Steering committee consists of chairman and co-chairman of Planning Committee, the chairmen of the day's session, and the group leaders. Its functions are to keep program closely attuned to needs of participants.

Action Item	Responsibility Assigned To	Deadline for Completion	Job Completion
(D) <u>The Follow-Up Stage (Cont'd.)</u>			
(3) Reporting workshop accomplishments to:			
(a) Extension directors, Meyer through Dir.		July 15	_____
Wilson's weekly letter, and through individual reports by workshop participants.		July 22	_____
(b) Extension editors and visual specialists through editor letter, etc.	Schlup (Lloyd)	Upon return to office	_____
(c) Dean Deering's sub-committee of Extension Organization and Policy.	Schlup	July 19	_____
(d) Ace.	Schlup	July 22	_____
(e) Extension Service Review.	C. Ackerman	Aug. issue	_____
(4) Evaluation of current visual activities in light of workshop findings and plans for strengthening, State by State, the extension visual aids program.	Pace	Sept.	_____
(5) Request report from States on influence of visual aids workshop, adjustments made in visual program, new activities contemplated, training schools planned, etc., etc.:		July 25	_____
(a) Directors.	Dir. Wilson		
(b) Editors	Schlup	Sept. 20	_____
(c) Visual specialists	Pace	Sept. 20	_____
(6) Other methods designed to capitalize upon the workshop and to make improvement in production and use of visual aids a continuing process:*			

*Suggestions to be developed at workshop.

